

<p>Lobby Ice Breaker</p> <p>Use the chat box to answer this question:</p> <ul style="list-style-type: none"> How does your state incorporate family engagement components within its early childhood core knowledge and competencies (CKCs)? <p>NCECDTL</p>	<p>Logistics</p> <ul style="list-style-type: none"> If possible, connect via hard-wired internet (instead of WiFi) Help connectivity by closing other programs Your phones will be on mute. To make a comment during the webinar, please use the chat box
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 <p>NCECDTL</p>	<p>Spotlight on Innovative Professional Development Practice Webinar Series</p> <p><i>Brought to you by NCECDTL</i></p> <p><small>NATIONAL CENTER ON Early Childhood Development, Teaching and Learning</small></p>
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<p>Introducing our Guest from the . . .</p>	
<p>National Center On Parent, Family, and Community Engagement</p>	 <p>Catherine Ayoub, NCPFCE</p>
<p>NCECDTL</p>	



Overview

- Why is family engagement important?
- The 10 Relationship-Based Competencies (RBCs)
- How teachers and family child care providers can – and already do – support family engagement
- How can the RBCs be used in your work over time




What are the RBCs and why are they important?

- The abilities that early childhood professionals need to successfully engage families in positive, goal-directed relationships
- Based on research and practice across many fields, with input from Head Start, Early Head Start, child care programs, parents, and the NCPFCE
- Allow early childhood professionals to be better prepared to help families make positive steps toward their goals, including supporting their children's early development and learning
- Apply to many professional roles and different kinds of early childhood settings


What is the same? What is different?

Head Start and Early Head Start Relationship-Based Competencies
For Staff and Supervisors Who Work with Families



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Relationship-Based Competencies to Support Family Engagement



The Relationship-Based Competency Series


Relationship-Based Competencies to Support Family Engagement

ALL EARLY CHILDHOOD PROFESSIONALS

FAMILY SUPPORT WORKERS
A Guide for Early Childhood Professionals Who Work with Families

TEACHERS AND CHILD CARE PROVIDERS
A Guide for Early Childhood Professionals Who Work with Children in Group Care

HOME VISITORS
A Guide for Early Childhood Professionals Who Make Home Visits



Poll Question

- In your state child care system, who are the professionals that have the opportunity to connect with families each day?
 - Early Childhood Education Teachers
 - Child Care Assistance/Subsidy Staff
 - Family Child Care Providers
 - Child Care Resource & Referral Staff
 - Home Visitors
 - Other (Fill in the blank)

Unpacking the RBCs

COMPETENCY	PROFESSIONAL PRACTICE
1. Positive, Goal-Oriented Relationships	Engages in mutually respectful, goal-oriented partnerships with families to promote parent-child relationships and family well-being.
2. Self-Aware and Culturally Responsive Relationships	Identifies and respects the culture, language, values, and belief structures of each family served.
3. Family Well-Being and Family as Learners	Supports families' reflection and learning about their own health, academic, reading, and social-emotional health, and the goals, needs, beliefs, and/or strong parent-child relationships and supports parents as first and primary educators of their children.
4. Parent-Child Relationships and Families as Lifelong Educators	Works with families to strengthen their interests and engagement in goals, activities that support children's strengths, interests, and needs.
5. Family Commitment to Home and Community	Supports families' use of community resources to promote family well-being and children's learning and development.
6. Family Access to Community Resources	Works with parents to learn on their strengths as advocates for their family and as leaders in the program and community.
7. Leadership and Advocacy	Works with others to ensure that living services are comprehensive, coordinated, and integrated across the serving system and the community at large.
8. Cross-Cultural, Integrated and Collaborative	Conveys relationships and works with families about strengths, barriers, programs, and contributions to improve services and engagement.
9. Professional Growth	Shows professionalism and participant authority by recognizing the ongoing professional development needed to serve engagement.

Unpacking the RBCs

COMPETENCY	PROFESSIONAL PRACTICE
1. Positive, Goal-Oriented Relationships	Engages in mutually respectful, goal-oriented partnerships with families to promote parent-child relationships and family well-being.

COMPETENCY	PROFESSIONAL PRACTICE	EXAMPLES
1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS	Engages in mutually respectful, goal-oriented partnerships with families to promote parent-child relationships and family well-being.	<ul style="list-style-type: none"> Understands the importance of working in partnership with parents to support child learning and development and family well-being. Holds families feel comfortable, safe, and respected by building trusting relationships over time. Invites parents to actively and fully participate in meaningful ways consistent with their goals and values. Shows respect for each family's culture, values, and life situations. Uses effective, responsive communication skills with families. Creates opportunities for parents to identify their goals for their children and themselves, develop plans, and follow up on progress. Individualizes services to meet each family's specific needs and goals and respond to their culture and values. Acts in ways that are consistent with professional ethical standards. Respects families by maintaining confidentiality and getting permission before sharing confidential information.

Key Definitions

- **KNOWLEDGE** is what professionals need to know
- **SKILLS** are what professionals need to be able to do
- **PRACTICES** include key examples of what they actually do



RBC #1: POSITIVE GOAL-ORIENTED RELATIONSHIPS (similar across roles)

COMPETENCY	PROFESSIONAL PRACTICE
1. Positive, Goal-Oriented Relationships	Engages in mutually respectful, goal-oriented partnerships with families to promote parent-child relationships and family well-being.

- **Knowledge:** Develops knowledge of effective relationship-building practices with parents, families, children, and professionals
- **Skill:** Helps families feel safe and respected by building mutually trusting relationships over time
- **Practice:** Respects families by maintaining confidentiality and getting permission before sharing confidential information

Unpacking the RBCs

COMPETENCY	PROFESSIONAL PRACTICE
2. Self-Aware and Culturally Responsive Relationships	Respects and responds to the culture, language, values, and family structures of each family served.



RBC #2: SELF-AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS (different across roles)

COMPETENCY	PROFESSIONAL PRACTICE
2. Self-Aware and Culturally Responsive Relationships	Respects and responds to the culture, language, values, and family structures of each family served.

ALL: Adapts materials to families' cultures, beliefs, values, traditions and languages

Teacher: Makes sure that that the learning environment includes music, images, and materials representing the child's home language, culture, and living situation

Supervisor: Makes sure that program materials for families, posters / art in centers, and classrooms are culturally, socially, and linguistically appropriate

Program leadership: Welcomes families who are diverse in structure, culture, and perspectives



Discussion

- How might the professionals we identified earlier use these competencies to enhance their work with children and families?
- How can you see these competencies being applied in your work at the state level?

Unpacking the RBCs

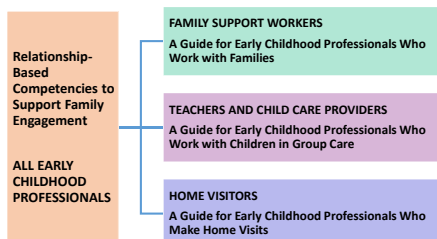
COMPETENCY	PROFESSIONAL PRACTICE
5. Family Connections to Peers and Community	Works with families to strengthen their networks and engagement in group activities that support families' strengths, interests, and needs.



Applications at the Program Level

- CCR&Rs may offer family support groups
- Individual child care programs might include families on their board who can be engaged in a deeper way
- Families may come to the center to talk about their culture or family traditions with children
- Programs might have a family day or a meet & greet

Comparing RBCs Across Roles



Discussion

- What additional resources would be helpful in making this suite more applicable?






Final Thoughts or Questions





NATIONAL CENTER ON
Parent, Family and Community Engagement

For more information, please contact us:
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Mark Your Calendars

Tuesday, April 24th, 2018
3:00 ET

Topic: *Lessons Learned from the State LMS*
MyPeers Workgroup


NECDTL

Thank You!

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National Center on Early Childhood Development,
Teaching and Learning (NCECDTL)

Please complete our [Survey!](#)
See the link in the chat box.



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